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ABSTRACT

This packet is designed to assist teachers and counselors of Adult Basic Education (ABE) and Graduate Equivalent Degree (GED) students to conduct practical individualized and small group workshops geared toward helping ABE students to look for a job. Each session is designed to take approximately three hours and employ the following formats: large group presentations; small group interaction and discussion; large and small group task projects; video-taped presentations; and role-playing scenarios. The five workshop sessions outlined in the guide cover the following topics: communicating with others, understanding salable skills, competing with paperwork (applications and resumes), developing effective interviewing techniques, and planning for action (the job campaign). The packet also contains learning objectives for the workshops, a list of counselors' resources, materials needed, and sample forms to be reproduced and used in the workshop sessions. (KC)

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# EMPLOYABILITY SKILLS WORKSHOP PACKET

## SPECIAL SECTION 310 PROJECT

JULY 1, 1980 – June 30, 1981

by

TINA M. TABLER, PROJECT DIRECTOR

CIU 10 Bi-County Development Center for Adults
Centre County Vocational-Technical School
Pleasant Gap, Pennsylvania 16823

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## INTRODUCTION

Typically, ABE students do not move effectively within the labor market. They experience problems in locating potential jobs, identifying those that best utilize their talents, and applying successfully for those jobs. Unfortunately, culturally disadvantaged ABE students usually experience even greater job-finding difficulties since they have had even less opportunity to develop essential job-search skills. This packet, therefore, has been designed to assist ABE/GED counselors/educators in the facilitation of practical individualized and small group workshop sessions geared toward helping ABE students overcome those job-search obstacles.

Each session, as presented, takes approximately three hours and employs the following formats:

Large group presentations;
Small group interaction and discussion;
Large and small group task projects;
Video-taped presentations; and
Role-playing scenerios.

The general outline can be adapted for use with almost any population group.

## OBJECTIVES

A. To enhance and expand the participant's self-knowledge as related to career choices and job-search tasks.

B. To provide viable skills in the following areas:

1. Self-assessment of present skills and preferred job characteristics;
2. Correct completion of job application forms;
3. Preparation of resume/personal data sheet;
4. Knowledge and acquisition of good job interviewing techniques;
5. Effective utilization of local resources.

## COUNSELOR'S RESOURCES

To help ensure the derivation of maximum benefits from the various workshop exercises, certain minimal background reading is suggested for the workshop facilitator:

1. *What Color Is Your Parachute?* by Richard N. Bolles, 1980. Ten Speed Press, Box 7123, Berkeley, California, 94707. $6.95 + $.50 postage and handling.

   Vital pages: 112–178, and 210–215.

2. *The Three Boxes of Life* by Richard N. Bolles, 1978. Ten Speed Press, Box 7123, Berkeley, California, 94707. $7.95 + $.50 postage and handling.

   Vital pages: 137–155, 240–261, 268–330, 358–368, and 451–461.

3. *Making Vocational Choices: A Theory of Careers* by John L. Holland, 1973. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 07632. $4.95, paperback.

   Includes a section on how to translate Holland Codes into Dot Codes, especially useful with *The Self Directed Search* and the *Quick Job-Hunting Map.*

Total cost for facilitator's reference materials is $20.45. ($4.95 if you borrow *Parachute* and *Three Boxes of Life* from your local library.)

Some other very good resources that will help counselors and teachers stay abreast of the latest in career-development information are:

1. *The Occupational Outlook Quarterly*, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $4.00 (It may already be available in your school library.)

2. *Newsletter*, P.O. Box 379, Walnut Creek, California, 94596. $5.00

3. *Bulletin*, National Center for Educational Brokering, 405 Oak Street, Syracuse, New York, 13203. $11.00

## MATERIALS NEEDED TO FACILITATE SESSIONS

A. **"The Basic Necessities"**

1. The Beginning Quick Job Hunting Map (Bolles, Zenoff)
2. Dictionary of Occupational Titles (U. S. Department of Labor)
3. Occupational Outlook Handbook (U. S. Department of Labor)
4. "Woman in Interview" (Video cassette/Pennsylvania State University) and/or "Job Interviews" (Video cassette/Goldmark Communications Corporation), or any video-taped presentation of a job interview.
5. Local job application forms, newspapers, and phone books.
6. Various handouts to illustrate everything discussed during the workshop.

B. **"Very Useful Extras"**

1. The Self-Directed Search (Interest Survey/Holland)
2. Guide for Occupational Exploration (U. S. Department of Labor)
3. How to Write Better Resumes (Lewis)
4. Civil Service Applications, Pamphlets, and summary of Examinations (State Civil Service commission)
5. Apprenticeship and Trade School Information (NATTS)
6. Information on any of the other local educational and/or training programs – C.E.T.A., Continuing Education, Community Colleges, etc.
7. Basic Grant Application forms and the Student Consumer's Guide (U. S. Department of HEW)
8. Career Emphasis Series (Olympus)
9. Copies of cover letters and resumes generated by participants in previous job-search workshops.

## SESSION OUTLINE

### A. SESSION I

1. Workshop introduction based on workshop leader's interpretation of concepts presented in the "vital pages" as listed under resources (Page 3). Workshop leader should emphasize the importance of self-understanding and its relationship to job satisfaction, choosing the right job, etc. Workshop leader should also stress that "finding a job is a job", and that the ultimate responsibility of landing the best job rests with the participants - ACTIVE JOB–SEARCH VERSUS PASSIVE JOB–WAIT!

2. Small group assignment and **Icebreaker.**

### ICEBREAKER

**Materials:** None

**Procedure:**

Workshop leader asks the participants to pair-up with someone in the group that they don't know very well and spend about ten minutes getting to know as much as they can about each other. (After the first five minutes, workshop leader should announce that if both people haven't gotten a chance to speak that there are only five minutes left and it's now the other person's turn.) At the end of ten minutes, the individuals from each dyad introduce their partner to the larger group using the information they have acquired during this short exchange.

**Leader's Role:**

After all group members have introduced each other, the workshop leader explains how typical it is for people, in general, to describe themselves in terms of their jobs, geographic locations, and family statistics. (Note: For those individuals who have not been successful in their employment and/or some other significant area of their lives, as would typically be the case with our disadvantaged ABE/GED students, there often appears to not be much to offer in terms of a self description. Thus, their response in the dyad might be, "Well, I quit school eight years ago. My husband left me last year, and he's in jail now in Ohio or somewhere. I'm laid-off from my job at the factory. I'm broke, and I've got four little kids at home depending on me. Other than that, there's not too much to tell, except that I really need a job!"

By generalizing this exercise into an interview scenerio, the workshop leader can emphasize that an employer usually makes the decision of rather or not to hire a particular job-applicant based on the impression she/he makes within the first five minutes of the interview. That's why it's so essential for an applicant to present a clear picture of his/her interests abilities, skills, and personal characteristics, and **not** just to regurgitate the same "vital statistics" already presented to the interviewer via the company's job application form. The leader should once again stress that a large part of the workshop will concentrate on helping the participants understand, define, and express this broader-based self-image.

**Variation:**

If the large group has more than ten members, the workshop leader should have everyone count-off by twos. The "ones" will then belong to smaller group A, and the "twos" to smaller group B. This should be done before beginning the Icebreaker Exercise.

3. Workbook introduction and Party Exercise.

## PARTY EXERCISE

**Materials:** None

**Procedure:**

After introducing the workbook, the workshop leader asks the participants to turn to page 4, *"What Skills You Have and Most Enjoy Using"*, and to carefully examine each of the six groups of people as presented in the **Party Exercise.** After about five minutes, the workshop leader asks the participants to complete steps 1–4 on page 5, but not to allow anyone else in their group to see their answers. Partners are then asked to try to guess each other's choices. Note: Even if the partners can guess each other's first choices, they will almost never be able to guess the second or third choice of skill-groupings.

**Leader's Role:**

After all participants have had a chance to interact with each other via the **Party Exercise**, the workshop leader emphasizes that the most important questions on the interviewer's mind are those questions that most often go unasked, for instance: "What kind of a person are you? How well do you manage yourself in relation to those in authority and your co-workers? Are you a person who will exacerbate the company/employee problems, or who will help to provide solutions to those problems? What kind of a person are you to work with, talk to, etc.? **What** are you **really** like?"

The **Party Exercise** is based on the theory that we are most attracted to groups of people and skills that we most enjoy. Since many people have hobbies and participate in activities that are never reflected on a job application form, the workshop leader should stress how important it is for participants to talk about these interests during a job interview.

4. Evaluation of Session.

**Materials:** Short evaluation forms*, pencils. (*See Appendix A).

**Procedure:**

Each participant is asked to anonymously respond to the questions on the short evaluation form before leaving the session.

## B. SESSION II

1. Introduction to the idea of "functional skills" drawn from the concepts presented in **The Three Boxes of Life** (pages 137–155).

2. Group exercise on roles.

### ROLES WE PLAY

**Materials:** **"The Beginning Quick Job-Hunting Map"**, blank sheet of paper, pencils.

**Procedure:**

Workshop leader leads the group in a brainstorming exercise of all the different roles people play in life. For example, if you are a parent and work as a laborer, some of your roles might be: husband, teacher, athlete, cook, consumer, clockwatcher, follower, citizen, etc. Then each participant is asked to construct her/his own list of roles that she/he currently plays (or has played) in life. Everyone is encouraged to come up with at least ten roles.

**Variation:**

Participants are asked to make a list of all the jobs they have ever held, full or part-time, paid or unpaid. (See **Quick Job-Hunting Map**, page 6, for more ideas).

3. Completion of workbook.

### TRANSFERABLE SKILLS INVENTORY

**Materials:** **"The Beginning Quick Job-Hunting Map"**, paper, pencils, and a brightly coloured pen or crayon for each student.

**Procedure:**

Using the list of roles generated through the previous exercise, participants choose seven major roles or past job titles and enter these at the top of the Skills Inventory (See **Quick Job-Hunting Map**, page 9). Participants then follow the instructions given on pages 8 and 17 (**Quick Job-Hunting Map**) to complete the Inventory.

**Leader's Role:**

Workshop leader should clarify the instructions given in the workbook to ensure that all participants understand the exercise. Since everyone will be completing the Inventory at his/her own speed, the workshop leader can help each participant access his/her Patterns and Priorities (See **Quick Job-Hunting Map**, page 17) individually.

## PRIORITIZING

**Materials:** **"The Beginning Quick Job-Hunting Map"**, grids, paper, and pencils.
**Procedure:**

Under the guidance of the workshop leader, participants should complete the exercises in the workbook up through page 25. Helpful Hint: To save time print-up several grids for each participant in advance. (See Appendix B).

**Leader's Role:**

After all the participants have filled in the diagram on pages 24 and 25, the leader, once again, divides the group into its original dyads (**Session I**). The partners will again be allowed five minutes each to talk about themselves to their partners, incorporating the new "self image" phrases and ideas gleaned from the exercises.

4. Evaluation of Session.

**Materials:** Short evaluation forms, pencils.
**Procedure:**

Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving the session.

## C. SESSION III

1. Introduction covering the purpose of job application forms and emphasizing the importance of completing the forms accurately and neatly.

2. Review of the information being sought on job application forms.

### PROJECT "IMAGE"

**Materials:** Blank job application forms; one per student, handouts of samples of "good" and "bad" completions of job applications (See Appendix C), **The Dictionary of Occupational Titles.**

**Procedure:**

After participants have had enough time to examine the handouts, they are led through the completion of the blank application form, step-by-step by the workshop leader.

**Leader's Role:**

The workshop leader should emphasize that people are often picked for an interview on the basis of their "paperwork" – the job application form. This may be the only contact that a job-applicant has with a prospective employer! The workshop leader discusses the meaning and importance of each section, explains precisely how each item is to be filled in, and responds to questions that are the particular concerns of the workshop participants.

3. Group discussion on resumes – information being sought on job application forms versus information being presented on resumes/personal data sheets, functional versus chronological resumes, etc.

4. Individualized resume/personal data sheet preparation, using resumes and cover letters prepared by former workshop participants to stimulate ideas (See Appendix D).

Note: **The Dictionary of Occupational Titles** is a valuable resource to use in helping workshop participants translate a one-word job title into a descriptive pharase or paragraph that will depict the various duties performed on the job, presenting a clearer picture of their work-related skills.

5. Evaluation of session.

**Materials:** Short evaluation forms, pencils.

**Procedure:**

Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving the session.

## D. SESSION IV

1. Large group lecture and discussion of the interviewing process from the employer's point of view.

2. "Job Interview" (or any video-taped interview of a job applicant), followed by a group discussion of whether or not participants would hire this particular job applicant.

3. Distribution of the job application form and resume of the video-taped interviewee for group's perusal as her prospective employers.

4. "Woman in Interview" (or any video-taped interview of a job applicant with corresponding completed job application form and resume as presented above), followed by the completion of the interview analysis form and a discussion of the varied results. (See Appendix E).

   Note: Analysis of a video-taped job interview is an especially helpful and non-threatening way to allow workshop participants to experience first-hand how quickly they (as the prospective employers) form positive/negative impressions of the interviewee, to help them realize the myriad of factors that determines the outcome of the interview, and to introduce a role-playing situation.

5. Role-play of job interview – optional, depending on time available, group size, etc.

6. Evaluation of session.

   **Materials**: Short evaluation forms, pencils.
   **Procedure**:
   Each participant is asked to respond anonymously to the questions on the short evaluation form before leaving session.

## E. SESSION V

1. Discussion of the effective utilization of local job-search resources.

2. Explanation and presentation of available job-search/career decision-making aids.

3. Time for workshop participants to acquaint themselves with the different resources and materials that are available and to get some "hands-on" experience.

### JOB SEARCH TECHNIQUES

**Materials:** Various handouts, props, and aids provided and/or designed by the workshop leader; paper, pencils.

**Procedure:**

Under the direction of the workshop leader, the workshop participants use worksheets, aids, and props to "try-out" each of the suggested job-search methods. Example: YELLOW PAGES (See Appendix F).

**Leader's Role:**

Using a resource guide such as "Emphasis: Change I", pages 18-36, from the Career Emphasis Series (Olympus), the workshop leader reviews each job-search technique and designs exercises that will not only demonstrate the practical application of the various methods, but will also provice the participants with the opportunity to experience several of these techniques before leaving the supportive atmosphere of the group. The workshop leader must be apprised of current local resources in order to design worksheets and exercises relevant to the geographic location of his/her workshop participants. General information is not nearly as effective for this particular exercise.

4. Wrap up discussion of all the workshop sessions.

5. Evaluation of workshop.

**Materials:** Long evaluation forms*, pencils. *(See Appendix G)

**Procedure:**

Each participant is asked to respond anonymously to the questions on the long evaluation form before leaving the session.

## APPENDICES

A. Short Evaluation Form

B. Priority Grid

C. Correct and Incorrect Job Application Samples

D. Resumes and Cover Letters

E. Interview Analysis Form

F. Employer Information Worksheet

G. Long Evaluation Form

APPENDIX A

## SHORT EVALUATION FORM

Date:----------

Session No:----------

Read each question and the box that best expresses your reaction to today's activities.

| | Yes | No | Sometimes |
|---|---|---|---|
| 1. Did this activity use language which you could understand? | [ ] | [ ] | [ ] |
| 2. Were the topics covered in today's session important to you? | [ ] | [ ] | [ ] |
| 3. Were the materials used in today's session helpful? | [ ] | [ ] | [ ] |
| 4. Did you enjoy today's session? | [ ] | [ ] | [ ] |

5. Before these workshops are over, I hope we will talk about----------

---

---

6. Other suggestions or comments:----------

---

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APPENDIX B

1 2

1 3 2 3

1 4 2 4 3 4

1 5 2 5 3 5 4 5

1 6 2 6 3 6 4 6 5 6

1 7 2 7 3 7 4 7 5 7 6 7

1 8 2 8 3 8 4 8 5 8 6 8 7 8

1 9 2 9 3 9 4 9 5 9 6 9 7 9 8 9

1 10 2 10 3 10 4 10 5 10 6 10 7 10 8 10 9 10

CIRCLE, COUNT TOTAL TIMES EACH NUMBER GOT CIRCLED:

1-------2-------3-------4-------5-------6-------7-------8-------9-------10-------

APPENDIX C

SAMPLE OF CORRECT JOB APPLICATION FORM

# APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION** Date 9/8/80 Social Security Number 003-45-6208

Name Wilson (Last), Nancy (First) Ann (Middle) Age 18 Sex Female

Present Address 1245 Spring Street (Street), Bellefonte (City), Pennsylvania (State) 16823 (Zip)

Permanent Address same as above (Street) (City) (State) (Zip)

Phone Number 355-0010 Own Home No Rent NO Board yes

Date of Birth 12/25/62 Height 5'8" Weight 125 lbs Color of Hair Red Color of Eyes Blue

Married NO Single yes Widowed NO Divorced NO Separated NO

Number of Children None Dependents Other Than Wife or Children None Citizen of U. S. A. Yes ● No ○

If Related to Anyone in Our Employ, State Name and Department None Known Referred By Employment Office

**EMPLOYMENT DESIRED**

Position Auto Parts Clerk Date You Can Start 9/25/80 Salary Desired $3.65/hr.

Are You Employed Now? Yes - part time If So May We Inquire of Your Present Employer Yes

Ever Applied to this Company Before? No Where N/A When N/A

Wilson, Nancy, Ann

| EDUCATION | Name and Location of School | Years Attended | Date Graduated | Subjects Studied |
|---|---|---|---|---|
| Grammar School | Spring Street Elementary Sch. Bellefonte, Penna. 16823 | 7 | N/A | N/A |
| High School | Bellefonte Senior High Sch. Bellefonte, Penna. 16823 | 4 | N/A | general course |
| College | | | | |
| Trade, Business or Correspondence School | Centre County Vo-Tech Sch. Pleasant Gap, Penna. 16823 | 6 mos. | N/A | Auto mechanics |

Subjects of Special Study or Research Work Presently attending night classes at the evelopment Center for Adults for my high school equivalency diploma (GED)

What Foreign Languages Do You Speak Fluently? None Read None Write None

U. S. Military or Naval Service None Rank N/A Present Membership in National Guard or Reserves None

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) YMCA

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

**FORMER EMPLOYERS** (List Below Last Four Employers, Starting With Last One First)

| Date Month and Year | Name and Address of Employer | Salary | Position | Reason for Leaving |
|---|---|---|---|---|
| From 8/80 To Present | Dunlap Ford Motor Company Benner Pike, Bellefonte, Pa 16823 | $3.15/hr. part-time | car washer | still employed |
| From 2/80 To 8/80 | Centre County Vo-Tech School Pleasant Gap, Penna. 16823 | $3.10/hr. | custodian | temporary - CETA position |
| From 7/79 To 1/80 | Dave's Lunch Stop Bellefonte, Penna. 16823 | $2.85/hr. | waitress | employer unable to hire me: full-time |
| From To | | | | |

**REFERENCES:** Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

| | Name | Address | Business | Years Acquainted |
|---|---|---|---|---|
| 1 | Mr. Joseph Smith | work #: 359-2797 Box 22, Bellefonte, Pa. 16823 | Vo-Tech Instructor | 2 |
| 2 | Ms. Marla White | work #: 355-0621 Box 220, Bellefonte, Pa. 16823 | CETA Counselor | 7 mos. |
| 3 | Mrs. Roberta Thomas | home #: 359-3069 Box 71, Pleasant Gap, Pa. 16823 | housewife/friend | 5 |

**PHYSICAL RECORD:**

List Any Physical Defects: None

Were You Ever Injured? Yes Give Details: Broken arm in sports accident, 1972.

Have You Any Defects In Hearing? No In Vision? No In Speech? No

In Case of Emergency Notify: Mr. or Mrs. James Wilson (Name), 1245 Spring St., Bellefonte, Pa (Address) 355-0010 (Phone No.)

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment my wages and salary, be terminated at any time without any previous notice.

Date: 9/8/80 Signature: Nancy A. Wilson

**DO NOT WRITE BELOW THIS LINE**

Interviewed By _____ Date _____

**REMARKS:** _____

| | | | |
|---|---|---|---|
| Neatness | | Character | |
| Personality | | Ability | |

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

SAMPLE OF CORRECT JOB APPLICATION FORM

APPENDIX C

SAMPLE OF INCORRECT JOB APPLICATION FORM

# APPLICATION FOR EMPLOYMENT

## PERSONAL INFORMATION

Date Setember 8, 1988 Social Security Number 000-35-6290

Name Jones (Last) Bill (First) (Middle) Age 18 Sex man

Present Address Box 105 (Street) Bellefont (City) Pa (State) (Zip)

Permanent Address (Street) (City) (State) (Zip)

Phone Number 355-2224 Own Home Live With Rent My Mom Board

Date of Birth 11/3/62 Height 5'6 Weight 135 Color of Hair Brow Color of Eyes B

Married Single yes Widowed Divorced Separated

Number of Children Dependents Other Than Wife or Children Citizen of U. S. A. Yes ☒ No ○

Related to Anyone in Our Employ, State Name and Department I don't no Referred By fiend

## EMPLOYMENT DESIRED

Position Anything Date You Can Start Anytime Salary Desired 300

Are You Employed Now? not really If So May We Inquire of Your Present Employer

Ever Applied to this Company Before? NO Where When

| EDUCATION | Name and Location of School | Years Attended | Date Graduated | Subjects Studied |
|---|---|---|---|---|
| Grammar School | Bald Eagel Bellefont | 1-2-3-4-5-6 | | |
| High School | Bellefont Scool Bellefont | 11 | | math, history ect. |
| College | | | | |
| Trade, Business or Correspondence School | | | | |

Subjects of Special Study or Research Work

What Foreign Languages Do You Speak Fluently? English Read yes Write yes

U. S. Military or Naval Service Rank Present Membership in National Guard or Reserves

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) Base gitar in band

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(Continued on Other Side)

**FORMER EMPLOYERS** (List Below Last Four Employers, Starting With Last One First)

| Date Month and Year | Name and Address of Employer | Salary | Position | Reason for Leaving |
|---|---|---|---|---|
| From ~~Summer~~ | Mr Smith Bellefont | 220 | mecanic | quit |
| To | | | | |
| From | brother-in-law, SC. | 225 | Pumped gas | got sick |
| To | | | | |
| From | | | | |
| To | | | | |
| From | | | | |
| To | | | | |

**REFERENCES:** Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

| | Name | Address | Business | Years Acquainted |
|---|---|---|---|---|
| 1 | Bill Thomas | Bellefont | GS | 1 |
| 2 | Dave Mills | ? | none | 5 |
| 3 | | | | |

**PHYSICAL RECORD:**

List Any Physical Defects no

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? no In Vision? In Speech?

In Case of Emergency Notify Sally Smith (Name) Box 102 Bellefont (Address) 355-5556 (Phone No.)

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment my wages and salary, be terminated at any time without any previous notice.

Date Setember 8, 1980 Signature Bill Jones

**DO NOT WRITE BELOW THIS LINE**

Interviewed By Date

**REMARKS:**

| | | | |
|---|---|---|---|
| Neatness | | Character | |
| Personality | | Ability | |

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

SAMPLE OF INCORRECT JOB APPLICATION FORM

APPENDIX D

## GENERAL LETTER OF APPLICATION

126 Source Street
Bellefonte, PA 16823
May 20, 1981

Personnel Department
HRB Singer
Science Park, PA 16801

Dear Sir/Madam:

My training program with Centre C.E.T.A. will be ending on June 8 of this year, and I am actively seeking a maintenance position.

I am enclosing my resume, and would like to be considered for positions you have open at this time, or positions you anticipate becoming available in the future.

If my background is of use to you, please contact me at your convenience. I can be reached by telephone any weekday after 4:30 p.m.

I appreciate your consideration.

Sincerely,

Neil L. Corman
342–0727

Enclosure

NC/jab

APPENDIX D

## RESUME

| | | | |
|---|---|---|---|
| Name: | Neil L. Corman | Age: | 21 |
| Address: | 20 N. 4th Street | Marital Status: | Married |
| | Philipsburg, PA 16866 | Children: | Two |
| Telephone: | 342-0727 | Physical Condition: | Excellent |

### WORK EXPERIENCE

February 1980 — Philipsburg-Oseola School District — 814–342–1050
Philipsburg, PA 16866
Supervisor: Mr. Charles Hubler
Duties: Stripping and refinishing furniture and major cleaning in school buildings.

February 1977 — Gus Manufacturing and Sales — 814–339–6121
200 Curtin St., Osceola Mills, PA 16666
Supervisor: Julius Rech
Duties: Countertop fabricator-made countertops and did remodeling of kitchens.

### EDUCATION

Development Center for Adults, Centre County Vocational-Technical School, Pleasant Gap, PA 16823. Presently attending night classes for G.E.D. (Diploma)

Clearfield County Vocational-Technical School, Clearfield, PA 16830
Carpentry – One (1) year.

Philipsburg-Osceola Area High School, Philipsburg, PA 16866. General Course.

### SPECIAL SKILLS

Skilled in carpentry, maintenance, and custodial work. Built countertops, fixed roofs, helped install kitchens and bathrooms, and used basic carpentry skills.

### HOBBIES AND INTEREST

Hunting, fishing, minor house repairs and minor auto repairs.

### REFERENCES

Mr. William Falk, 2nd Street, Philipsburg, PA 16866. 814–342–3800
Mr. Stanley Jury, Box 677-C, Osceola Mills, PA 16866. 814–342–0500
Mr. Robert Hummel, Furnace road, Philipsburg, PA 16866. 814–342–1214

## PERSONAL DATA SHEET

**Name:** Kathy Reed

**Address:** 1362 South Atherton Street, Lot 67
State College, Pennsylvania 16801

**Telephone:** (814) 237–8141

**WORK EXPERIENCE:**

Clerk-typist, State College Area School District, Summer.
Employment through CCETA. Mr. Frank Brown, Supervisor, 131 W. Nittany Ave., State College, PA 16801. (814) 237–6201.
June, 1980–August, 1980.

Did light typing and filing, set-up notebooks for conferences.

**EDUCATION:**

State College Area High School, Westerly Parkway, State College, PA 16801. Graduated May, 1980, Clerical Curriculum.
Business courses included: Typing I and II, Recordkeeping I, Office Practice, Business Math, Business English.

**SPECIAL SKILLS:**

Can type 50 words per minute, cut stencils, and operate mimeograph and other duplicating machines; can do basic filing.

**INTERESTS, TALENTS, OR HOBBIES:**

Cooking, being with other people.

**REFERENCES:**

Mr. Frank Brown, Supervisor, State College Area School District, 131 W. Nittany Ave., State College, PA 16801. (814) 237–6201

Mrs. Margaret Benson, 1362 S. Atherton St., Lot 78, State College, PA 16801. (814) 238–0409

Mrs. Donna Stoner, Teacher, Office Practice, State College Area High School, Westerly Parkway, State College, PA 16801. (814) 238–0511

APPENDIX D

## RESUME

| | | | |
|---|---|---|---|
| **Name:** | **William Colton** | **Age.:** | **22** |
| **Address:** | **401 North Street<br>Philipsburg, PA 16866** | **Marital Status:** | **Married** |
| | | **Physical Condition:** | **Excellent** |
| **Telephone:** | **(814) 378-8835** | | |

**WORK EXPERIENCE:**

**Rush Township**
**Philipsburg, PA 16866**
**Supervisor: Mr. Earl Blake**
**Duties: Worked for township cutting trees and maintaining township roads.**

**EDUCATION:**

**Moshannon Valley High, Houtzdale, PA. General Course**

**SPECIAL SKILLS:**

**Carpentry and repairing motor bike.**

**HOBBIES AND INTERESTS:**

**Hunting, fishing, motor bike riding.**

**REFERENCES:**

**Mr. Earl Blake, Supervisor for Rush Township. (814) 342-1719**

R.D. 1 Julian, PA 16844
October 1, 1980

Mr. James Lutz
Personnel Director
Supelco, Inc.
Pleasant Gap, PA 16823

Dear Sir:

Enclosed you will find my resume in response to your advertisement for a clerk-typist. I have taken night classes in Typing (50 wpm) and in General Office Practice, which included learning to use the various office machines.

I feel if given a chance I could be an asset to your company. I learn very easily, get along very well with the public and have never had any problems with my fellow workers. I have an excellent employment record.

My phone number is (814) 355-9138. I can be reached every day until 3:30 p.m. I am looking forward to hearing from you.

Sincerely,

Betty D. Benner

BDB/jab

Enclosure

# PERSONAL DATA

BETTY D. BENNER
R.D. 1
Julian, Pennsylvania 16844
(814) 355-9138

## PHYSICAL DATA:

Date of Birth: February 1, 1938; Marital Status: Married; Health: Excellent

## EDUCATION:

| | | |
|---|---|---|
| Fall, 1980 | Centre County Vocational-Technical School<br>Pleasant Gap, Pennsylvania 16823 | Evening Course<br>General Office Practice<br>60 Hrs. Certificate |
| Spring, 1980 | Centre County Vocational-Technical School<br>Pleasant Gap, Pennsylvania 16823 | Evening Course<br>Beginning Typing,<br>40 Hrs. Certificate<br>Intermediate Typing,<br>40 Hrs. Certificate |
| 1979-80 | Development Center for Adults<br>Pleasant Gap, Pennsylvania 16823 | Evening Courses for High School Equivalency Exam G.E.D. (Diploma), May, 1980 |
| 1951-55 | Bellefonte High School<br>Bellefonte, Pennsylvania 16823 | Home Economics |

I can type 50 wpm, operate the lo-key adding machine, the full bank adding machine and the duplicating machine. I can also punch out programs on the drum cards using the IBM 29 Keypunch machine.

## EXPERIENCE:

| | | |
|---|---|---|
| 1977-Present | Centre County Vocational-Technical School<br>Pleasant Gap, Pennsylvania 16823 | Custodian |
| 1970-77 | Pennsylvania State University<br>University Park, Pennsylvania 16801 | Custodian |
| 1957-70 | Employed at home | Housewife |
| 1956-57 | Weis Markets, Bellefonte, Pennsylvania 16823 | Meat Department |

My employment as Custodian consists of keeping the building clean, setting up schedules for summer help, ordering supplies, keeping records of time and materials used.

My work as a housewife gave me experience in bookkeeping, filing, accounts receivable, accounts payable, working with budgets, maintaining order, purchasing supplies, etc.

## REFERENCES:

References furnished upon request

## WHY PEOPLE AREN'T HIRED

**Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant, in order of frequency, (as reported by 133 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).**

| | | Yes | No | Aren't Sure | Don't Know |
|---|---|---|---|---|---|
| 1. | Poor personal appearance | | | | |
| 2. | Overbearing--overaggressive--"know it all" | | | | |
| 3. | Inability to express himself clearly--poor voice, diction, grammar | | | | |
| 4. | Lack of planning for career--no purpose and goals | | | | |
| 5. | Lack of interest and enthusiasm--passive, indifferent | | | | |
| 6. | Lack of confidence and poise--nervousness--ill-at-ease | | | | |
| 7. | Failure to participate in activities | | | | |
| 8. | Overemphasis on money | | | | |
| 9. | Poor scholastic record---just got by | | | | |
| 10. | Unwilling to start at the bottom | | | | |
| 11. | Makes excuses--evasiveness-hedges on unfavorable factors in record | | | | |
| 12. | Lack of tact | | | | |
| 13. | Lack of maturity | | | | |
| 14. | Lack of courtesty--ill mannered | | | | |
| 15. | Condemnation of past employers | | | | |
| 16. | Lack of social understanding | | | | |
| 17. | Marked dislike for school work | | | | |
| 18. | Lack of vitality | | | | |
| 19. | Fails to look interviewer in the eye | | | | |
| 20. | Limp, fishy handshake | | | | |
| 21. | Indecision | | | | |
| 22. | Loafs during vactions--lakeside pleasures | | | | |
| 23. | Unhappy married life | | | | |
| 24. | Friction with parents | | | | |
| 25. | Sloppy application blank | | | | |
| 26. | Merely shopping around | | | | |
| 27. | Wants job only for short time | | | | |
| 28. | Little sense of humor | | | | |

| | | Yes | No | Aren't Sure | Don't Know |
|---|---|---|---|---|---|
| 29. | Lack of knowledge of field of specialization | | | | |
| 30. | Parents make decisions for him | | | | |
| 31. | No interest in company or in industry | | | | |
| 32. | Emphasis on whom he knows | | | | |
| 33. | Unwillingness to go where sent | | | | |
| 34. | Cynical | | | | |
| 35. | Low moral standards | | | | |
| 36. | Lazy | | | | |
| 37. | Intolerant--strong prejudices | | | | |
| 38. | Narrow interests | | | | |
| 39. | Spends much time in movies | | | | |
| 40. | Poor handling of personal finances | | | | |
| 41. | No interest in community activities | | | | |
| 42. | Inability to take criticism | | | | |
| 43. | Lack of appreciation of the value of experience | | | | |
| 44. | Radical ideas | | | | |
| 45. | Late to interview without good reason | | | | |
| 46. | Never heard of company | | | | |
| 47. | Failure to express appreciation for interviewer's time | | | | |
| 48. | Asks no questions about the job | | | | |
| 49. | High pressure type | | | | |
| 50. | Indefinite response to questions | | | | |

**EMPLOYER INFORMATION:** The columns below represent the minimal amount of information you'll need to know before going to your job interview. Look through the Yellow Pages of your local phone book, and choose three different places where you think you'd might like to apply for a job. Then fill in as much of this sheet as you can using just the information given to you in the phone book.

| | Name of Company | Personnel Director | Address | Phone Number | Type of Work Company Does | Position(s) In Which Are Interested |
|---|---|---|---|---|---|---|
| JOB A | | | | | | |
| JOB B | | | | | | |
| JOB C | | | | | | |

Where can you find the rest of the information you'll need to fill in ALL the above blocks?

APPENDIX G

## LONG EVALUATION FORM

Date:----------

I. Schedule for Workshops:

a. The schedule for this workshop involved 5 consecutive afternoons. How do you feel about this schedule?

--------Liked
--------Didn't Like
--------Disliked: Suggested changes----------

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b. How do you feel about the length of each session (3 hours)?

--------Just Right
--------Too Short
--------Too Long

II. General Evaluation:

a. Are there any career or job-search topics that you would have liked us to cover that we did not?

--------Yes: Which ones?----------

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--------No

b. Do you feel we should take out any of the topics covered?

--------Yes: Which ones?----------

---

--------No

c. Do you feel the handouts were:

---------Very Helpful
---------Helpful
---------Not-at-all Helpful

d. How much did you learn?

---------A Great Deal
---------Little
---------Nothing

e. How would you rate the workshop staff?

---------Very Knowledgeable
---------Knowledgeable
---------Not Very Knowledgeable

f. The information I received will be:

--------Very Helpful to Me
--------Somewhat Helpful to Me
--------Not Helpful to Me

g. Overall I rate this workshop series as:

--------Very Valuable
--------Somewhat Valuable
--------Not Valuable

h. Other comments----------

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## BIBLIOGRAPHY


Basic Educational Opportunity Grant Application (Forms and Student Guides), Department of Health, Education, and Welfare, Office of Education, Bureau of Student Financial Assistance, Washington, D. C. 20202. Free

Bollis, Zenoff, The Quick Job Hunting Map (Beginning Version), 1980. Ten Speed Press, 900 Modoc Street, Berkeley, California, 94707. $1.25 each. 100 maps - $125.00 + 3.84 shipping. Possible 10% discount, $128.84

"Handbook of the National Apprenticeship Program", Bureau of Apprenticeship and Training, Gateway Building, 3535 Market Street, P. O. Box 8796, Philadelphia, PA 19101 or contact:

Pennsylvania Apprenticeship and Training Council, Dept. of Labor and Industry, Labor and Industry Building, Room 1547, Harrisburg, PA 17120. Free

Bureau of Labor Statistics, Occupational Outlook Handbook, 1978-79, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. $8.00

Bureau of Labor Statistics, The Dictionary of Occupational Titles, 4th Edition, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. $12.00

Ekstrom, Harris, Lockheed, How to Get College Credit For What You Have Learned as a Homemaker and Volunteer, 1980. Women, T-124, Educational Testing Service, Princeton, N.J. 08541. $3.00

Handbook of Trade and Technical Careers and Training, National Association of Trade and Technical Schools, 2021 K St. N.W., Washington, D. C. 20006. Free

Holland, The Self Directed Search, Contact Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California, 94306, phone (415) 326-4448, to order catalog of Diagnostic Tests and Teaching Materials.
Professional Manual: $5.00
Pkg of 25 Assessment Booklets & Occupation Finders: $17.50
"Counselor's Guide": $1.00

Lewis, Adele, How to Write Better Resumes, Barron's Educational Services, Inc., 113 Crossways Park Drive, Woodbury, N.Y., 11797. $3.95

U.S. Department of Labor, Guide for Occupational Exploration, 1980. U.S. Goverment Printing Office, Washington, D.C. 20402. $11.00

"Why Not A Woman", Pennsylvania Commission for Women, 513 Finance Building, Harrisburg, PA 17120. Attention: Administrative Assistant. Free (Accompanying film available free from library)